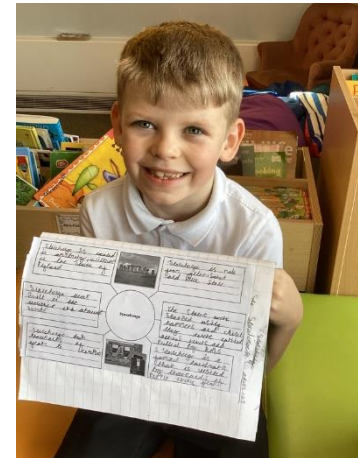


Temple Learning Academy – History Curriculum Long Term Plan



Programme Leader (Primary)	Curriculum Leader (Secondary)	Line Managers
James Ward	Sami Jassam	Alex Clark and Amy Thompson





History in the EYFS

Area of Learning: ***Understanding the World***



EYFS Statutory Educational Programme:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Statutory Characteristics of Effective Learning:

The teaching and provision of 'Understanding the World' provides opportunities for the three characteristics of effective teaching and learning to be realised:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

EYFS Statutory Early Learning Goal – Understanding the World: Past and Present

Children at the expected level of development (end of year) will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Development Matters – Non - Statutory Curriculum Guidance;



Birth to three – babies, toddlers and young children will be learning to:

Make connections between the features of their family and other families.

Notice differences between people.



3 and 4-year-olds will be learning to:

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life-story and family's history.



Children in reception will be learning to:

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

History in EYFS Provision –

Continuous provision of History is offered for child-initiated learning in GOAL (Go Off And Learn) time, some areas can be enhanced with stimuli or invitations to explore past and present

- Our Reception Year Timeline – showing a visual representation of the school year with photographs of events – discussions using the vocabulary of past, present and future and to highlight the passage of time
- Photographs and items of clothing will be used to support the children's understanding of their personal histories
- Curiosity Cube – objects from the past may be featured in the Curiosity Cube for children to explore, describe and learn about
- Books will offer opportunities for children to explore the past and talk about images of familiar situations and historical settings in the past
- Images of famous figures from the past will be displayed and used as a stimulus for discussion

Adult interactions to scaffold and extend, assessment and planning for enhancements is fundamental in the progression of skills.

Curriculum Enhancement

The History Curriculum enhancement day in EYFS explores Nursery Rhymes and promotes discussion surrounding Historical events and practices

Rhymes explored; Ring-o-Roses, Jack and Jill, Grand Old Duke of York

Topic Related Visitor: Toys from the past

Temple Learning Academy – History Curriculum Long Term Plan – 2025 – 2026



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Year 1	Personal Development Driver)	<u>Great Fire of London</u> Events beyond living memory that are significant nationally Long lasting changes Chronology & Significance: I know that the fire started in 1666 Cause and consequence: I know the fire started in a bakery Change and continuity: I know that the fire service was developed after this event I know that the houses were made of wood and burnt quickly because of the wind Sources: I know that Samuel Pepys wrote a diary about the fire Key Vocabulary: Diary, Pudding Lane, River Thames, bakery, artefacts, sources, chronology, King Significant Figures: Samuel Pepys, King Charles II Key Dates: 1666, Early modern period	Geography Driver	Geography Driver	<u>Then and Now Victorians</u> The lives of significant individuals in the past who have contributed to achievements. Human achievements Chronology & Significance: I know that the Victorian period is named after Queen Victoria Change and continuity: I know that the Victorians invented things we still use today I can compare the modern seaside with the Victorian seaside I know the difference between Victorian jobs and modern jobs Significance: I know that Florence Nightingale and Mary Seacole were important nurses Sources: I can name a Victorian toy Key Vocabulary: invention, timeline, Penny Farthing, lamp, technology, Industrial Era, Inventions, timeline, Queen Significant Figures: Queen Victoria, Florence Nightingale, Mary Seacole Key Dates: 1837-1901, Victorian period
Personal Development Opportunities: Saltburn-By-The-Sea (Victorians), Fire Station (Great Fire of London), Black History Month, Remembrance Day					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Geography Driver	<u>Royals/Castles</u> The lives of significant individuals in the past who have contributed to achievements Justice & Injustice Local stories Change and continuity: I can compare Queen Victoria’s coronation with King Charles III’s. I know that castles were built as defences. Significance: I know that our current monarch is King Charles III and he became king in 2023. I know that Skipton Castle was significant and local. Key Vocabulary: Fortress, monarch, defence, castle Monarchy, medieval, coronation, Significant Figures: William the Conqueror, King Charles III Key Dates: Medieval period, Victorian period	<u>Explorers – Antarctica</u> The lives of significant individuals in the past who have contributed to achievements Human achievements Chronology: I know that both expeditions took place in 1911-1912 Cause and consequence: I know that Robert Falcon Scott and his team died on the return journey Sources: I know that Roald Amundsen’s team came home safely because they were better prepared. I know that Roald Amundsen and Robert Falcon Scott both led expeditions to the South Pole. Key Vocabulary: South Pole, expedition, travel, rations, preparation, Primary sources, evidence, discovery, explorer, century Significant Figures: Roald Amundsen and Robert Falcon Scott Key Dates: 1911-1912	Geography Driver	<u>Trouble on the Titanic</u> Events beyond living memory that are significant nationally or globally Justice & Injustice Chronology: I know that the Titanic departed in 1912 Cause and consequence: I know that the Titanic sank because it hit an iceberg Change and continuity: I know that people were treated differently if they were rich or poor Sources: I know that many people thought the Titanic was unsinkable Key Vocabulary: Titanic, departure, sank, iceberg, journey, Atlantic Ocean, Oral history, national Significant Figures: Captain Edward Smith Key Dates: 1912	<u>Powerful Voices</u> Comparison of Emily Davison and Rosa Parks, justice/injustice, women getting right to vote, study of early 20th century - leading on from sinking of Titanic Justice & Injustice Cause and consequence: I know that Rosa Parks was an American activist in the Civil Rights Movement, best known for her pivotal role in the Montgomery bus boycott. I know that Emily Davison was an English suffragette who fought for votes for women in the twentieth century. Change and continuity: I know the change that the suffragettes and the Civil Rights Movement brought about. Significance: I know the significance that Rosa Parks and Emily Davison had on society. Key Vocabulary: suffragettes, civil rights movement, boycott, protest Significant Figures: Emily Davison, Rosa Parks Key Dates:
Personal Development Opportunities: Carnival workshop, Titanic Workshop, Black History Month						

Temple Learning Academy – History Curriculum Long Term Plan – 2025 – 2026



	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
Year 3	Geography Driver	Geography Driver	<u>Stone Age – Iron Age</u> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age Human achievements Chronology: I know that the Stone Age was in the pre-historic period Cause and consequence: I know why the Stone Age came to an end Change and continuity: I know the roles and responsibilities of a range of Iron Age jobs I know the differences between Stone Age and Iron Age houses I know that during the Stone Age, people were hunter-gatherers I know that the main difference between the Stone Age and the Iron Age was the materials used to make tools and weapons Significance: I know that Stonehenge is a monument Sources: I know how Iron Age warriors protected themselves I know that Skara Brae is a Neolithic settlement that has been preserved underground Key Vocabulary: Neolithic, Palaeolithic, Mesolithic, Skara Brae, Stonehenge, B.C, , BC, Bronze Age, Iron Age, hunter-gatherer, significance, artefacts, chronology Significant Figures: Key Dates: 15,000 B.C, 800 B.C, Pre-History- Ancient History, Pre-History	<u>Mayans</u> A non-European society that provides contrasts with British history Human achievements Chronology: I know that the between 250–900 A.D is known as the Golden Age of the Maya Civilization (The Maya Classic Period (c. 250–900 CE) was the “golden age” of the Maya Empire in Central or Meso-America Agriculture flourished, resulting in the civilization reaching its peak population of up to 2 million people during this time) Change and continuity: I know that the Mayans ate and grew: maize, squash, beans (the ‘Three Sisters,’) I know that chocolate was significant for the Mayans and was thought to be a gift from the Gods Significance: I know that Chichén Itzá was one of the largest Mayan cities Sources: I know that the Temple of Kukulcán is a pyramid structure at the centre of Chichen Itza Key Vocabulary: Chichen Itza, society, Mesoamerica, civilisations, agriculture, significance, artefacts, monuments, sources, chronology Significant Figures: Pakal the Great Key Dates: A.D 250-900, Ancient period- Medieval period, ancient period, medieval period	Geography Driver
Personal Development Opportunities: Chocolate Activity, Nell Bank: Stone Age and Iron Age Workshop, Black History Month, Remembrance Day					

Temple Learning Academy – History Curriculum Long Term Plan – 2025 – 2026



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Geography Driver	<u>Romans</u> The Roman Empire and its impact on Britain Invaders and Settlers Chronology: I know that the Romans invaded Britain towards the end of the Ancient Period Cause and consequence: I know that the Romans invaded because they wanted to expand their Empire and because of the natural resources in Britain I know that the Roman weren't welcomed by some native Britons such as the Iceni tribe Change and continuity: I know what daily life was like for Romans in Britain I know the legacy of the Romans on modern life and can list three things they brought that we still have today Key Vocabulary: Iceni Tribe, Romans, legion, mythology, pantheon, legacy, , A.D, archaeology, Conquest, Emperor, Empire, Myths and legends, settler, significance, sources, chronology Significant Figures: Boudicca, Julius Ceaser, emperor Key Dates: 43-500, Ancient History	Geography Driver	Geography Driver	Geography Driver	<u>Ancient Egypt</u> The achievements of the earliest civilizations Human achievements Chronology: I know that the Ancient Egyptian civilization spanned over 3,000 years and was ruled by pharaohs Change and continuity: I know what daily life was like for Ancient Egyptians I know that the Ancient Egyptians possessed great scientific knowledge as well as a belief in gods and the afterlife I know that hieroglyphs were an early form of communication and demonstrate one achievement for Ancient Egypt Significance: I know that the Nile was significant in developing Ancient Egypt Key Vocabulary: pyramid, mummification, canopic jars, pharaoh, hieroglyphs, Rosetta Stone, Gods/Goddesses, Ancient, Civilization, significance, sources, artefacts, chronology Significant Figures: Tutankhamun, Cleopatra Key Dates: 3000 B.C, Ancient History
Personal Development Opportunities: Creating Roman Shields, Black History Month, Design a volcano (linked to Mount Vesuvius & Mount Etna), Remembrance Day						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<u>Anglo-Saxons and Vikings</u> Britain’s settlement by Anglo-Saxons and Scots/ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Invaders and Settlers Chronology & Cause and Consequence: I know that the Anglo-Saxons settled in Britain after the Romans left I know that the Vikings first arrived in Britain in 793 Change and continuity: I know what daily village life was like for Anglo-Saxons I know that the Vikings and Anglo-Saxons had different religious beliefs Significance: I know that 1066 was a significant for Anglo-Saxon and Viking rule Key Vocabulary: Barbarian, invasion, decedents, settlement, voyage, trade, immigrant, Christianity, heresy, migration, significance, sources, chronology Significant Figures: William the Conqueror Key Dates: 793, 1066, Medieval period, Dark Ages	<u>Ancient Greece</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world Democracy / Human achievements Cause and consequence: I know that the Ancient Greeks started the Olympics which featured many competitions that still take place in the modern Olympics Change and continuity: I know that Ancient Greek thinkers have had an influence on modern society I know what Ancient Greek fighters were like Significance: I know how significant myths and legends were to Ancient Greeks Sources: I know what daily life was like for Ancient Greeks Key Vocabulary: influence, Sparta, Amphitheatre, Marathon, Olympus, city states, Democracy, dictatorship, mythology, significance, sources, chronology, Ancient History Significant Figures: Plato, Aristotle, Hippocrates Key Dates: Ancient history	Geography Driver	<u>Civil Rights Movement</u> National Curriculum Aim: significant aspects of the history of the wider world Long-lasting changes Justice/Injustice Cause and consequence: I know that the Civil Rights Act, 1964, outlawed segregation and discrimination Change and continuity: I know that in the 1950s, people began to challenge this law, starting with the right for equal education. I know that in the late 1800s, Jim Crow racial segregation became a law in the USA Significance: I know that the Montgomery Bus Boycotts were a significant event during the Civil Rights Movement that lasted between 1954-1955. Sources: I know that in 1963, Martin Luther King gave his famous “I have a Dream” speech. Key Vocabulary: Separate but equal, segregation, Brown VS Board of Education, Little Rock 9, Montgomery Bus Boycotts, Civil Rights Movement, Human Rights, racism, nationalism, equality Significant Figures: Martin Luther King, Rosa Parks, Linda Brown, Malcolm X, Jim Crow Key Dates: Modern period, 1964, 1955, 1954	Geography Driver	<u>Industry in Victorian Britain</u> General life in Victorian Britain: School Jobs Industry Transport (Railways) Railways link > Link to Middleton Possible trip to Railway Museum Possible trip to Bradford industrial museum Chronology: I know that the Industrial Revolution took place from around 1750 until around 1900. Cause and consequence: I know the impact the industrial revolution had on Britain. Change and continuity: I know what life was like before and during the Industrial Revolution. Significance: I know the significance of the industrial revolution had on Britain. Key Vocabulary: Industry, rural, urban, railways Significant Figures: Queen Victoria Key Dates: Industrial Era 1700 A.D. – 1900 A.D. Industrial Revolution 1750 - 1900
Personal Development Opportunities: Whitby Residential, Greek experience, Black History Month						

Temple Learning Academy – History Curriculum Long Term Plan – 2025 – 2026



	Autumn 1 & 2	Spring 1	Spring 2 & Summer 1	Summer 2
Year 6	<u>Leeds – Then and Now (Geography and History)</u> A Local History Study & The changing power of monarchs Local stories Chronology & Change and continuity: I know that the Battle of Towton happened locally in the medieval period I know that the Industrial Revolution had both positive and negative consequences Cause and consequence & Sources: I know how Henry VIII had closed the Abbeys which had an impact on Kirkstall Abbey Change and continuity: I can compare the impact of disease on society in Leeds in 1645 and on modern society Significance: I know what the suffragettes did and that women of Leeds were involved I know local Leeds heroes, such as Nicola Adams, and why they are significant people I know that Temple Newsam was built during the Tudor period Key Vocabulary: Monarchy, The Plague, chronology, significance, sources, Industrial Revolution, rural, urban, Suffragettes, consequences, Rebellion, Revolt, Traitor, Chronological consolidation Significant Figures: Richard III, Henry VIII, Emmeline Pankhurst, Nicola Adams Key Dates: 1485, 1520, 1645, 1750-1900, 1919	<u>War in the modern period (WW2 focus)</u> A study of an aspect of theme in British History that extends pupils chronological knowledge beyond 1066. Democracy Long-lasting changes Chronology: I know the key dates of World War II were 1939-1945 Cause and consequence: I know that the end of WWI and the Treaty of Versailles had an impact on WWII I know what the Holocaust was and can explain why we learn about it Change and continuity: I know that during the Blitz, British children were evacuated to the countryside Key Vocabulary: Treaty of Versailles, WWI, automatic weapons, evacuation, occupation, Nazi, concentration camp, allies, the Blitz, persecution, dictator, propaganda, holocaust, Anti-Semitism, international, interpretation, bias Significant Figures: Winston Churchill, Adolf Hitler, Anne Frank, Neville Chamberlain, Key Dates: 1914-1918, 1939-1945	Geography Driver	<u>Windrush</u> A study of an aspect of British History that extends pupils' knowledge beyond 1066 (A significant turning point in British History) Local stories Justice/Injustice Chronology & Cause and Consequence: I know that in 1948, people came to live in Britain from the Caribbean Islands Change and continuity: I know that people came to live in Britain to work for the NHS I know the difficulties faced by the Windrush settlers when they arrived in Britain Significance: I know that they arrived on the Empire Windrush ship I know that Black British people have had a significant impact on shaping British culture Key Vocabulary: Windrush Generation, West Indies, Caribbean, long-term impact, racism, conservative, British Nationality Act, Significant Figures: Floella Benjamin, Benjamin Zephaniah Key Dates: 1948, 1968- following from WWII
Personal Development Opportunities: Visit to Leeds Museum and Leeds Art Gallery, WW2 Workshop, Black History Month, Remembrance Day				

Temple Learning Academy – History Curriculum Long Term Plan – 2025 – 2026



Links to Secondary Curriculum		
Historical Skills	Historical Knowledge	Historical Vocabulary
- Understanding chronology - Understanding and interpretation of primary sources - Understanding and interpretation of secondary sources - Source investigation - How historical sources are acquired - How different sources are used	- Great Fire of London (Links to GCSE curriculum) - Victorian period (Links Year 8 learn about the Empire) - Victorian Life and Mary Seacole and Florence Nightingale (Links to medicine through time and nursing) - Industrial Britain (Year 8) - To infinity and beyond (Links to Space Race and Cold War in Year 9) - Windrush and Leeds Carnival (Links to Year 9 and post war migration, Notting Hill riots) - The plague (Links to Public Health topic – Leeds based figures) - Civil Rights Movement (Links to Year 9 and discrimination) - World War One and World War Two (Links to war on the home front in Year 9) - Anglo-Saxon and Vikings (Links to Danelaw in Year 7 and Year 10, William the Conqueror and 1066 at GCSE) - Around the world in 80 days (Links to Age of Exploration in Secondary, Francis Drake) - Titanic (Links to KS3 and the significance of the events) - Castles in Year 2 (Links to Year 10 castles, Norman rule in England) - Learning about ancient civilisations (Links to Archaeology in Year 7, links to the ability to compare and contrast, links to the cradle of civilisations) - Romans (Links to Year 7 and links to the formation of the Monarchy)	<u>Year 7</u> Causation; Consequence; Change and Continuity; Significance; Chronology; Source Analysis, Ancient History, Greek, Roman, Temple, Democracy; Power; Corruption; Civilisation; Society; Civilisation; Empire; Culture; Justice; Beliefs, Warfare, Economic, Growth, Rule of law, Monarchy, Foreign policy, Divine right of Kings. <u>Year 8</u> Perspectives; Consequence; Diversity; Change and continuity; Chronology; Source Analysis; Source Evaluation. Civilisation; Empire; Society; Culture; Economy; Health; Justice; Beliefs, Slavery, Equality, Inequality, Freedom, Suffrage, Voting, Living Standards, Industrialisation, Power, Influence, Attitudes. <u>Year 9</u> Significance; Causation; Consequence; Diversity; Change and continuity; Chronology. Democracy; Empire; Monarchy; Government; Society; Economy; State; Health, Attrition, Warfare, Trench, Somme, General Haig, Nationalism, Narrative, Significance, MAD Theory, Deterrence, Genocide, Eugenics, Civil Rights, Segregation, Discrimination, Lynching, Migration, Structural Racism

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National Curriculum

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a

wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **(Year 1)**
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] **(Year 1)**
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] **(Year 2)**
- significant historical events, people and places in their own locality. **(Year 2)**

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age **(Year 3)**
- the Roman Empire and its impact on Britain **(Year 4)**
- Britain's settlement by Anglo-Saxons and Scots **(Year 5)**
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **(Year 5)**
- a local history study **(Year 5 and 6)**

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China **(Year 4)**
- Ancient Greece – a study of Greek life and achievements and their influence on the western world **(Year 5)**
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. **(Year 3)**

What do we learn at Temple Learning Academy?

EY

In early years, children are engaged with personal history through 'Understanding the World'. They learn to recognize the difference between things in the past and now. EY timelines represent their personal history, the first year of school.

KS1

In KS1, children learn about events both within and beyond living memory and significant individuals in history. They will also begin to explore history outside of the UK and how this has changed our lives today.

They will always link learning to local stories to understand our place in our community.

KS2

In KS2, children continue to build on historical knowledge and skills from KS1.

In addition to this they learn about human achievements within the UK as well as studying a non-European society, making comparisons between the two. They will also learn about key themes of justice and injustice and democracy.

Why is History important?

At TLA we believe that learning about history is key to forming balanced and tolerant views about the present and future. By understanding our place in history, we can appreciate our present.



Our aims

- Children should be able to use sources of evidence to support learning in history, so facts are accurate, and bias can be explored.
- Children should understand historical events through a strong understanding of chronology.
- Children should respect that views that contributed to historical events may be different to those held in our community and how they can learn from this for the future.

How do we learn at Temple Learning Academy?

We use real artefacts, pictures and videos to help children to understand new content and give important context.

We use stories to bring concepts to life and help children to understand past and present and key historical events exploring cultural representation in the curriculum.

Chronology is explicitly taught using school timelines which are in all classrooms.

Class and group discussions are an important way to help children understand ideas and address misconceptions using sources of evidence. Both primary and secondary sources of evidence are used to deepen links and understand catalysts for change.

We use visits and visitors to bring history learning to life and allow children to explore the living and working conditions, food and technology first hand. Residential visits also further embed understanding through first-hand experience.